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ABSTRACT

This protocol for computer software evaluation was developed as part of the SchoolNet Plus Software Review Project which was facilitated by the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC). The protocol includes a software profile, general software evaluation, subject-specific software evaluation, summary comments, and an evaluator profile. The organization of the protocol takes the form of a rubric with a one through five scale. The scoring system enables the protocol to be tailored to a specific subject. (DDR)

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ED 416 067

# Ohio SchoolNet Plus

# Learning Through Software

***A Software Evaluation Protocol Designed For Teachers By Teachers***

*Version 3c – July 18, 1997*

The initial version of this protocol was developed by teachers of the Reynoldsburg City School District, Reynoldsburg, Ohio

David Baker, Mathematics Teacher
Charles Brads, Mathematics Teacher
Susan Dackin, 1st grade Teacher
Steve Dackin, High School Principal
Marlie Griffin, Special Education Teacher
Wayne Kanzigg, 3rd grade Teacher
Richard Ladowitz, Biology Teacher
Marcy Raymond, Chemistry Teacher
Dawn Tufto, 4th grade Teacher

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Additional assistance was provided by:
Deborah Bergeron, Elementary School Principal
William Gathergood, High School English Teacher
Lanna Trimmer, Kindergarten Teacher

Subsequent versions were developed by the following educators:

Marlene Beierle, Language Arts Title VI Coordinator, Columbus Public Schools
Johanna DeStefano, Ph.D., Associate Dean for Research, College of Education, The Ohio State University
William Gathergood, High School English Teacher, Reynoldsburg City School District
Roy Gordon, School Psychologist, Champaign County Educational Service Center
Carol Helm, Elementary school teacher, Columbus Public Schools
Marilyn Johnston, Ph.D., Associate Professor, College of Education, The Ohio State University
Suzanne Sutliff, Elementary school teacher, Columbus Public Schools
Anne Sylvan, Elementary school teacher, Columbus Public Schools

Further consultation was provided by:

Robert Allen, Co-Director of Technology and Learning, Instructional Technology Services of Central Ohio (ITSCO)
Susannah Azzaro, Consultant, ITSCO
Beau Fly Jones, Ph.D., Director of Education, The Ohio Supercomputer Center
Colleen Sexton, Ph.D., Director of Ohio SchoolNet Plus
Paula Spring, Consultant, ITSCO
Fred Whiteman, Ph.D., Ohio SchoolNet Faculty
Susan Maslyk, Executive Director, ITSCO
Cathryn Cheliss, Consultant, ITSCO

This protocol was developed as part of the SchoolNet Plus Software Review Project (ENC/SSRP), facilitated by the Eisenhower National Clearinghouse for Mathematics and Science Education (ENC), and funded by the SchoolNet Plus Project, Ohio Department of Education. Special assistance was provided by the Reynoldsburg City Schools (Version 1 development) and Instructional Technology Services of Central Ohio (Version 3 Development). Project Coordinator: Todd Fennimore, Eisenhower National Clearinghouse.

To make best use of this protocol, it is important to be familiar with and make reference to the appropriate national and state standards and guidelines.

| | |
|---|---|
| Language Arts: | Standards for the English Language Arts (1996), International Reading Association & the National Council of Teachers of English<br>Model Competency-Based Language Arts Program (1996), Ohio Department of Education |
| Mathematics: | Curriculum and Evaluation Standards (1989), National Council of Teachers of Mathematics<br>Model Competency-Based Mathematics Program (1990?), Ohio Department of Education |
| Science: | National Science Education Standards (1995), National Research Council<br>Science: Ohio's Model Competency-Based Program (1994), Ohio Department of Education |
| Social Studies: | Curriculum Standards for Social Studies: Expectations of Excellence (1994), National Council for the Social Studies<br>Social Studies: Ohio's Model Competency-Based Program (1994), Ohio Department of Education |

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## Part I: Software Profile

Title of Software: _____

Version: _____

Publisher: _____

ENC-Number: _____ REC-Number: _____

Platform (Circle): Apple II Mac Dos Windows 3.1 Windows 95 Other _____

Media (Circle): Floppy Disk CD-ROM Laserdisc Vidoetape Other _____

Primary Subject Focus (circle one):

Mathematics Science Language Arts Social Studies

Additional Subjects Addressed (circle all that apply):

Mathematics Science Language Arts Social Studies Other: _____

If there is more than one subject present in the package, are the subjects presented (Check one):

___ in an interdisciplinary (but not integrated) fashion? __ as an integrated whole?

Note: In integrated materials, the primary subjects are blended or intertwined to the point that you cannot point to a given section of the materials and say something like "this section is Math and this section is Language Arts." Interdisciplinary materials have significant content in two or more subject areas, but that content is not blended, it simply co-exists in the same resource.

1. To what extent does the level (grade or age) reported by the software publisher accurately reflect the level at which the software package should be used?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| The grade or age levels reported by the publisher appear to be inaccurate | The grade or age levels reported by the publisher are true for only some of the grade levels | The grade or age levels reported are appropriate | The grade or age levels reported are appropriate, but the software could be used for a wider range of grade or age levels | The grade or age levels reported are appropriate, but the software could be used flexibly for students at any level |

At what grade levels is it most appropriate to use this software package? (circle all that apply; cluster as appropriate):

Pre K K 1 2 3 4 5 6 7 8 9 10 11 12

2. This software can be used for (check all that apply):

__ Remediation/Review
__ Tutoring
__ Assessment
__ Simulation
__ Demonstration
__ Authoring (e.g., drawing, publishing, multimedia production)
__ Drill and practice
__ Enrichment
__ Gaming
__ Collaborative projects
__ Microcomputer-based laboratory activities
__ Standardized instruction
__ Information retrieval/resource
__ Instructional management/Student record-keeping
__ Problem solving
__ Other _____

3. To what extent does the software provide tools that allow students to collect, analyze, import, and manipulate text, graphics, and other forms of data and information?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No tools are provided | Only a couple of tools are provided and they function poorly or in a very limited way | Some tools are provided and generally function in an appropriate fashion | Many tools are available and can be accessed at certain times. Suggestions for their use are provided. | Extensive tools are fully accessible at all times in the program and their use is thoroughly and effectively integrated into the program |



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4. If the software provides such tools, what features are available in the tools included (check all that apply):

| **Productivity** | **Media** | **Netwo. king** | **Information Resources** | **Analysis** |
|---|---|---|---|---|
| _ Word processing | _ Multimedia authoring | _ E-mail | _ Raw databases | _ Text analysis |
| _ Spreadsheet | _ Image capture | _ Web browsing | _ Pre-processed databases | _ Statistical analysis |
| _ Database | _ Image processor | _ Online forums | _ Encyclopedia or compendia | _ Graphing utilities |
| _ Presentation | _ *Other*_____ | _ Online collaboration | _ *Other*_____ | _ *Other*_____ |
| _ *Other*_____ | | _ *Other*_____ | | |

5. This package is designed to be used with (circle all that apply): Individual students Small Groups Whole classes

6. To what extent does this package provide effective teaching and learning guides and other supplemental materials to help teachers integrate the software package into the curriculum?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No guides are provided, or guides provided are ineffective | Some guides are provided, though they are of minimal help or use | Moderately effective guides are provided | Guides are effective in helping teachers integrate the software package into the curriculum | Highly effective guides provide extensive and high quality resources for integration |

Please check all the types of supplemental materials included in the software package:

| | | |
|---|---|---|
| __ Worksheets | __ Links to related Web based projects | __ Examples of how the product may be used |
| __ Dictionary/Thesaurus | __ Audio Tapes | __ Assessment Guides |
| __ Trade Books | __ Classroom activities | __ Databases |
| __ Graphics | __ Teachers guides and suggestions | __ Other _____ |
| __ Templates for product creation | | _____ |

7. The predicted level of interest of students in this software is: Low Moderate High

8. Is security necessary to protect student confidentiality and/or maintain data integrity? Yes No

If your answer is "yes," to what extent does the system provide security for the sections of the software package designed for teacher use, which contain personal information about students, or which contain assessment information?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No security is provided for sections of the software intended for teachers only or security is easily breached | With minimal effort, a student could access teacher-only information or otherwise breach the security of the software | Modest security is provided but the security could be overcome by a determined student | Adequate security is provided for most purposes, very few students could overcome the security provisions | Security systems provided are highly effective and cannot be overcome by students |

9. This package incorporates special features that support adaptive/assistive technologies (speech synthesizing, sip-and-puff switch, etc.)?

Yes No Insufficient Information

Notes: _____
_____

10. This package is known to work with adaptive/assistive technologies run in conjunction with but not part of the package.

Yes No Insufficient Information

Notes: _____
_____

11. Is this package free of stereotypes? Consider the following:

a. Are females represented in lead and professional roles as frequently as males? Yes No Not applicable

b. Are non-whites portrayed in lead and professional roles frequently? Yes No Not applicable

c. Is a diversity of cultural traditions and practices represented in a positive fashion? Yes No Not applicable

d. Are individuals with physical impairments represented in a positive fashion? Yes No Not applicable



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## Part II: General Software Evaluation

### A. How are ideas developed as the student interacts with the software?

1. To what extent does the software emphasize the central concepts and big ideas of disciplines?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Central concepts and big ideas are not addressed or are defined in inappropriate or vague terms | A few central concepts and big ideas are presented | Some central concepts and big ideas are presented | Most central concepts and big ideas are clear and well defined | All concepts and big ideas are clear and well-defined |

2. To what extent does the software make meaningful connections among ideas within and/or across disciplines?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Focus is confined to one topic area | There are occasional connections with other concepts and/or disciplines | In some instances, several concepts are connected and/or multidisciplinary perspectives used | Meaningful connections are made among many of the concepts or disciplines presented | Strong connections are made among multiple concepts and across multiple disciplines |

3. To what extent does the software allow students to decide among challenging options with multiple paths?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Only simple tasks with one path are provided | Tasks are relatively simple | Some tasks are moderately challenging and offer more than one path | Opportunities are provided to pursue relatively challenging tasks with different strategies | Software provides multiple opportunities for creative exploration of topics |

4. To what extent does the software present ideas that can be transferred to other learning contexts (e.g., written work, classroom activities, and projects)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| There is no connection between concepts presented in the software and other student learning contexts | Concepts transfer to few learning contexts | The software presents some concepts that transfer to different learning contexts | Students often use the concepts that they learn in working with the software in other learning contexts | Concepts transfer fluently to a diversity of student learning contexts |

5. To what extent does the software foster the use of critical thinking processes to enhance understanding?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Focus is on drill and practice | Carefully structured situations are used to learn isolated concepts | Well-defined situations focus on mid-level concepts | Some situations require an understanding of broad concepts to interpret and address them | Open-ended problem-solving processes are used to discover and explore higher-level concepts |

### B. How well does the software engage students in negotiating meaning, constructing understanding, conducting inquiry, or solving problems?

1. To what extent does the software present authentic tasks (i.e. application of skills to real-world situations, questions, issues, conflicts, dilemmas, and problems)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Situations are contrived and do not reflect real-life experiences | Tasks are based on situations that make some reference to real-life experiences | Tasks are based on real-life situations but applications are limited | Tasks are based on real-life situations and offer some applications that lead to viable results | Tasks reflect real-life situations and are used to initiate a wide range of thoughtful approaches or applications that lead to viable results |

2. To what extent does the software allow for varied approaches to learning or styles of learning (linguistic, logical-mathematical, visual-spatial, musical, interpersonal, intrapersonal, bodily kinesthetic, etc.)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|



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| | | | | |
|---|---|---|---|---|
| One approach to learning is followed. | One approach is largely followed, but occasionally other approaches are used. | Some varied approaches to learning are used. | Learners are introduced to many different approaches to learning. | Learners are effectively engaged by using diverse approaches to introduce concepts and promote higher-level thinking. |

3. To what extent does the software engage learners in using various forms of representation and expression?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Little or no opportunity is provided to use more than one form of representation or expression. | Opportunities to respond in more than one way are presented, but they are fairly rote. | Opportunities to respond in more than one way are presented, but the application is cumbersome or limited. | Learners are given some opportunity to demonstrate their knowledge using different forms of media and formats. | Learners are given rich and varied opportunities to demonstrate their knowledge using many forms of media and formats. |

4. To what extent does the software enable learners to link ideas in a meaningful sequence?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Primary focus is on skills and facts with little or no meaningful sequence and no opportunity for self-directed inquiry. | Some sequencing of facts and skills occurs with little opportunity for self-directed inquiry. | Concepts are approached as carefully structured sequences of skills and facts with minimal opportunity for self-directed inquiry. | Learners have some opportunities to direct their own inquiry using the software to support meaningful concept links. | Learners have opportunities to direct their own inquiry using the software to investigate or discover meaningful concept links. |

5. To what extent does the software encourage and support self-directed learning?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Only teacher-directed learning with students as passive recipients of information is promoted. | Learning is largely structured and directed. | Some self-directed learning is employed but few opportunities for learners to generate their own response are provided. | A great deal of self-directed learning is employed with some teacher intervention. | Self-directed learning is promoted while encouraging teachers to assume the role of a co-investigator and facilitator. |

6. To what extent does the software encourage and support collaborative learning?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Software is designed to be used individually. | The teacher can adapt the software for some collaborative group activities. | Collaboration among learners on teacher-defined tasks is allowed. | Some support and encouragement for independent collaboration among learners is provided. | Extensive and sustained open-ended collaboration among learners is supported. |

7. To what extent does the software support performance-based assessment by allowing learners to demonstrate their knowledge using tools to gather, interpret, and present information?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No tools are provided to support performance-based assessment. | Minimal tools for performance-based assessment are provided, most tools are used for preprogrammed responses. | Tools are provided that can only be used with data generated by the software. | Some opportunity is allowed for learners to gather, present, and interpret their own data in their own way. | Tools are provided that can be used with data both generated by the software and independently by learners to demonstrate their knowledge. |

## C. What are the technical characteristics of the software?

1. To what extent does the software recover from student errors or intentional attempts to disrupt software operation?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Software can easily be disrupted and recovers poorly from student errors. | Software can be disrupted by student error but recovery is adequate. | Software can be disrupted with some effort, but in general is tolerant of student errors and intentional attempts to disrupt operation. | Software can be disrupted only with significant effort by students. | Software cannot be disrupted by student errors or attempts to disrupt software operation. |

2. To what extent can students work independently with the software?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Students need direct assistance from others to use the software. Little or no help is provided by the software. | Students spend an inordinate amount of time learning how to use the software and frequently require help. Minimal help may be provided by the software. | Students can use the software with only occasional help needed. Help may be provided by the software. | Students can use the software independently with little difficulty. Help is provided by the software. | Students can easily use the software independently. Extensive help is provided by the software. |

3. To what extent does the software allow students to review/revise a previous section of their work?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Software does not allow students to review/revise prior work | Software allows students to review/revise prior work only with effort | Software allows students only limited review / revision of prior work | Software allows many opportunities for review/ revision of prior work | Software allows extensive review and revision of prior work as needed |

4. To what extent does the software effectively use multimedia (sound, graphics, video, etc.)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Multimedia is not employed | Multimedia is employed, but primarily used for diversion, entertainment, or reward | Multimedia is employed and of interest, but is not critical to the learning of content | Multimedia is used appropriately to enrich and enliven the content to be learned | Multimedia approaches are creatively employed and integrated as critical elements of the learning experience |

5. To what extent does the software allow the teacher to modify the software parameters (set difficulty levels, input word lists, etc.) for use with diverse students?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Teacher cannot modify software parameters | Only limited teacher modifications are available | Teachers can modify some parameters with considerable effort | Teachers can modify some software parameters easily | Teacher can easily and extensively modify the software parameters |

6. To what extent does the software have an easy installation process?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Installation was difficult and confusing, and/or was unsuccessful on one or more attempts | Installation required much effort, but was successful | Installation was moderately easy with adequate instructions provided | Little effort was needed to install the package | Installation is very easy; the user is guided through the process by the software |

**D. How effectively does the software support skills development?**

1. To what extent does the software provide assessments that identify areas where further student development is needed and suggest paths for further development?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Limited or no summative information on student performance is gathered | Some summative feedback on student performance, but no identification of areas of difficulty or ways to improve is provided | Summative information on student performance is provided, but offers no suggested paths for further development | Error patterns are identified and some suggestions for correcting the patterns are provided | Error patterns are diagnosed and feedback targeted at helping learners work through misconceptions underlying these patterns is provided |

2. To what extent does the software correlate with the publisher's learning objectives?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| There is little or no correlation between the software and the learning objectives | There is a weak correlation between the software and the learning objectives | The software represents some of the learning objectives | The software represents a substantial number of the learning objectives | The software represents all of the learning objectives |

3. To what extent does the software provide multiple entry levels with an appropriate progression in difficulty, balancing the confidence built through skill fluency with the challenge of increased complexity?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Software is set at one level | Software increases in difficulty but is unable to provide multiple entry points | Software provides some entry levels, but does not automatically advance the student as they develop skill fluency at each level | Software provides several entry levels with some automatic advancement in increasing difficulty | Software provides multiple level entry while effectively balancing increasing complexity with confidence-building reinforcement |

4. To what extent does the software provide a clear model specifying the essential aspects of the skills that it is designed to develop?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|



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| | | | | |
|---|---|---|---|---|
| The skills to be developed are not defined. | Skills to be developed are merely listed. | Some indication of a breakdown of skills is provided, but models are not. | Some aspects of the skills to be developed are modeled. | All essential aspects of each skill to be developed is clearly modeled. |

5. To what extent does the software provide useful feedback to the student?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No feedback is provided to the student. | Some positive reinforcement is given as a result of correct responses. | Along with positive reinforcement, examples are available upon request. | Along with positive reinforcement, some hints or clues are available when requested. | Feedback is appropriately detailed, giving hints, clues, positive reinforcement, and examples on an as-needed basis, monitored by the software. |

6. To what extent does the software allow students to plan their own learning and check on their understanding (e.g., setting their own goals, choosing their own learning strategies, determining their own pace, learning to assess their own performance)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No opportunities are provided for learners to plan their own learning or check on their understanding. | Few opportunities are provided for learners to plan their learning and check on their implementation of learning strategies. | Some opportunities are provided for learners to plan their learning and check on their implementation of learning strategies. | Many opportunities are provided for learners to plan their learning and check on their implementation of learning strategies. | The software encourages and supports learners in becoming fully strategic in moving through all phases of a learning cycle. |

7. To what extent does the software develop memory strategies and/or skills so that problem solving or comprehension become more fluent?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Information is merely presented without providing any aid in the process of memory recall. | Some repetition in process is provided for the purpose of requiring a certain degree of memory retention. | The memory strategies of selecting key terminology and prioritizing terms are used. | Mnemonic aids such as clustering and image association are modeled to enhance memorization skills. | Links among memorization strategies, comprehension, and problem solving are provided. |

## Part III: Subject Specific Software Evaluation

**A. What is the correlation of the software content with the relevant standards?**

Use the space below to list key standards with which the software aligns. Refer to the Standards for the English Language Arts, the Curriculum Standards for the Social Studies, the Curriculum and Evaluation Standards of the National Council of Teachers of Mathematics, the National Science Education Standards from the National Research Council, and the Ohio Competency-Based Curriculum Models for Language Arts, Social Studies, Mathematics, and Science, K-4.

Also, rank the level to which the package appears to align with the standards identified using the following scale:

Alignment
1 -- Poorly aligned
2 --
3 -- Moderately aligned
4 --
5 -- Well aligned

| Source: NCSS, IRA/NCTEL, NCTM, NRC, Ohio | Standard Number | Standard Description or Text | Level of Alignment |
|---|---|---|---|
| | | | |
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## B. Social studies

1. To what extent does the software connect learners with primary sources (e.g., interviews, first-person accounts, artifacts), either people or text, in order to obtain authentic and accurate information?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Access to primary source materials is not provided | Limited access to primary source materials is provided | Access to some primary source materials is provided | Different kinds of primary source materials are accessible | A wide range of primary sources with authentic and accurate information are provided |

2. To what extent does the software help learners use and think critically about information sources (e.g., printed matter, video, and Internet-based information)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Only one type of information source is provided (e.g., textbooks, reference materials) | A limited range of information is presented without asking learners to use or think critically about it | A range of information sources is available for learners to use but only occasionally are they asked to think critically about them | A range of information sources is available for learners to use and learners are asked to think critically about them | Learners are asked to use and think critically about a wide range of information sources |

3. To what extent does the software provide opportunities for learners to use the tools and resources of a social scientist (for example, do history like a historian, study culture like an anthropologist)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Learners are not offered opportunities to participate in constructing knowledge using the tools of social scientists | Learners may indirectly learn about social science methods from dealing with social studies knowledge, but they are not engaged in using those methods | Learners are provided with some information that allows them to analyze and interpret social studies knowledge that is presented | Learners are provided opportunities to use different tools, methods, and information sources to construct their own interpretations and meanings | Learners are provided opportunities to use a range of methodologies and multiple ways of representing knowledge, and to reflect on their use of methods and presentation of results |

4. To what extent does the software help learners understand their roles and roles of others as citizens in a democracy and as participants in a global community?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| There are no opportunities to play roles or participate in decision making that helps learners to understand democratic processes | There is some description of democratic processes and procedures, but no direct participation in democratic processes | Democratic processes are discussed and some opportunities for modeling, simulating, and carrying out democratic processes are provided | Democratic processes are discussed and there are many individual opportunities to participate in processes that involve local, national, and global issues | Learners are given opportunities to play roles that they help to define and to participate in decision making analogous to participatory democracy in local, national, and global issues |

5. To what extent does the software help learners become aware of opportunities to make changes in addressing personal and larger societal issues?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Ways in which topics and issues might impact on personal and societal spheres of action are not considered | Ways in which topics might affect spheres of action are considered but roles and responsibilities are highly prescribed and stereotypic | Learners are provided with some opportunities to think about how topics might impact on their choices, but there are few opportunities to apply that knowledge | Ways to plan and make changes are presented, and there are various opportunities to practice using that knowledge | Learners can plan, negotiate, implement, and evaluate changes related to personal, societal, and global issues |

6. To what extent, either in the process or the content, does the software help learners develop interpersonal knowledge and skills?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Opportunities for developing social interaction skills or for understanding social interactions are not provided | Information about social interaction skills, but with no opportunity to use them is provided | Information about social interaction skills is provided with some opportunities to use these in social interactions | Opportunities to learn about social interaction skills are provided and various opportunities to use them in social interactions | Various ways that learners can work together while doing the program and/or the ways to develop skills around creating and managing productive social relationships are provided |

7. To what extent does the software help learners understand and reflect on the values and beliefs underlying cultural practices, including their own?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Only one perspective related to values, persons, and/or historical accounts is provided | More than one perspective related to values, persons, or historical accounts are provided, but they are stereotypic in character | Learners are provided with access to multiple points of view but there is little connection made to the learners' own values, beliefs, and culture | Learners have access to multiple points of view that help them understand different values, perspectives, and/or historical accounts | Learners consider multiple and diverse perspectives, especially in helping them understand the world views, values, and belief systems of other individuals, past and present, in relation to their own values, beliefs, and cultural context |

## B. Language arts

1. To what extent does the software provide opportunities to move back and forth between understanding/interpreting text and producing text?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No opportunities for learners to move back and forth between understanding/interpreting text and producing text are provided | Suggestions are provided for learners to use their understandings of text as a prompt for production and to use their productions to gain insights into interpretations | Adequate opportunities are provided for learners to use their understandings of texts to prompt production, and to use production of text to enrich interpretations | Many opportunities are provided to move back and forth between understanding/ interpreting text and producing text | Rich and extensive opportunities are provided to weave together the processes of interpretation, understanding, and production of texts. These are experienced as relatively seamless transitions by the user |

**Reading/Understanding** ○ This Section Not Applicable

1. To what extent does the software help guide the reader/listener/interpreter through activities that foster comprehension and stimulate interpretations before, during, and after the interaction with the text/product (viz., printed communications; oral communications, such as speeches and conversations; and visual communications, such as film and video)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No help in preparing for, monitoring, or debriefing on learners' attempts at interpretation is provided | Limited assistance for learners is provided in interpreting text before, during, and after an encounter with the text/product | Assistance for learners is provided before, during, and after the attempt at interpretation, though it is rudimentary | Adequate assistance is provided to the learner before, during, and after an attempt at interpretation | Help and structure is provided to learners in developing and implementing strategies to enhance comprehension and stimulate interpretations before, during, and after interaction with the text/product |

1. To what extent does the software help the reader/listener/interpreter comprehend and recognize useful and accurate patterns and structures of the text/product?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No assistance in comprehending and recognizing patterns and structures of text is provided | Some opportunities in comprehending and recognizing patterns and structures of text are provided | Many opportunities in comprehending and recognizing patterns and structures of text are provided | The structural aspects of the text/product are highlighted | Learner are engaged in using a wide range of strategies, patterns, and structures |

1. To what extent does the software incorporate supports and cues that help the reader/listener/interpreter monitor and refine understandings?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No supports or cues for monitoring and refining understandings are provided | Some supports and cues monitoring and refining understandings are provided | Adequate supports and cues are provided for checking and revising understandings | Many opportunities to monitor and refine understandings are provided | Learner build increasingly robust and accurate understandings of the text/product |



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5. To what extent does the software reflect the accurate and multifaceted relationships between spoken language and written language?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Decoding words in isolation letter by letter is emphasized. | Recognizing word patterns using decoding skills is emphasized. | Both decoding of words letter by letter and word pattern decoding skills are explored. | Beginning relationships between spoken language and written language are explored. | A balance between spoken language and written language is reflected. |

**Writing/Production** ❍ This Section Not Applicable

5. To what extent does the software help the writer/speaker/creator set purposes for communication based on anticipated audience and goals for the communication?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No prompts to set purposes for communication are provided. | The purpose of the communication is indicated. | The learner is prompted to set purposes for communication. | Many opportunities to set purposes for communication are provided. | The learner is engaged in thinking critically about crafting text based on the audience and goals for communication. |

5. To what extent does the software provide structures and aids for organizing the learner's work?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No assistance is provided for organizing the learner's work. | Suggestions are made for organizing the learner's work. | Tools and structures are provided for organizing the learner's work. | Prompts to help the learner think through how best to organize their work are provided. | Extensive advice and feedback on the organization of work, as well as a full suite of tools for structuring a text/product are provided. |

5. To what extent does the software provide tools for refining and revising work based on accepted forms within a relevant community of language users (e.g., creative writers, nonfiction writers, general public using standard English, technical or specialist audiences, filmmakers/videographers, song writers)?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No tools for refining or revising work are provided. | Some criteria relevant to evaluating work done by the learner are presented. | Adequate information and resources for understanding the criteria applicable to their work are provided. | Some tools for articulating and using criteria for evaluating their work based on accepted forms in a language community are provided. | A full suite of tools is provided for students to articulate and use criteria for evaluating their work based on accepted forms in a language community. |

**D. Mathematics and science**

1. To what extent does the software present accurate and up-to-date information in mathematics and/or science?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Information is generally inaccurate and/or out-of-date. | Information is inaccurate or out-of-date more often than not. | Information is occasionally inaccurate and out-of-date. | Information is accurate, current, with a few exceptions. | Information is accurate and current. |

2. To what extent does the software promote cross-disciplinary connections between mathematics and science?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Focus is on discrete concepts confined to one topic area. | Occasional, rather superficial mentions are made to connections with other concepts and/or disciplines. | In some instances, several concepts are connected and/or multidisciplinary perspectives used. | Meaningful connections are made among many of the concepts or disciplines presented. | Strong connections are made among multiple concepts and across multiple disciplines. |

3. To what extent does the software use problem-solving processes to help learners build their conceptual understanding in mathematics and/or science?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Focus is on drill and practice around rote computation and factual recall | Carefully structured problems are used to learn isolated facts and procedures | Well-defined problems focus on mid-level concepts | Some problems require an understanding of broad concepts to interpret and address them | Open-ended problem solving processes are used to discover and explore higher level concepts |

4. To what extent does the software motivate and enable learners to construct their own model or simulation in the course of problem solving?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Learners are not given the opportunity to develop models or simulations | Some use of models or simulations is made, but little or no opportunity is provided for modification or experimentation | Learners are allowed some flexibility in developing or modifying limited models or simulations generated by the software | Extensive use is made of models or simulations, and there are meaningful opportunities to modify or experiment with these models or simulations | Learners are given tools and support for designing their own models or simulations to solve problems on their own |

5. To what extent does the software present authentic problems to be solved?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No problems are presented or problems are contrived and do not reflect real-life situations | Some problems make reference to real-life situations or applications | Problems are based on real-life situations but are constrained due to the approaches built into the software | Problems are based on real-life situations and allow some different approaches to solutions | Problems are based on real-life situations and evoke varied and thoughtful approaches to solutions |

6. To what extent does the software engage learners in inquiry around open-ended problems?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No opportunities for open-ended inquiry are provided | Questions or problems are presented, but they usually only involve retrieving facts or doing simple computation | Engagement occurs through solving well-defined, but moderately challenging, problems in step-by-step fashion | Engagement occurs through solving some problems requiring interpretation and a plan of attack | Engagement largely occurs through sustained inquiry using significant concepts |

7. To what extent does the software provide tools integrated into the program which allow learners to collect, analyze, and manipulate data?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No tools are provided or the tools that are provided do not function well | Only a couple of tools are provided and they function poorly or in a very limited way | Some tools are provided and generally function in an appropriate fashion | Many tools are available and can be accessed at certain times. Suggestions for their use are provided | Extensive tools are fully accessible at all times in the program and their use is thoroughly and effectively integrated into the program |

## Part IV: Summary Comments

Please provide a brief statement of the strengths and weaknesses you see in this software product. Focus your comments on things that you feel would assist another teacher in determining if this package is right for use in their class with their students. Also, if you have used this software with students, please share your experiences here. Use the back of this page as necessary.

## Part V: Evaluator Profile

**Please note that this SSRP evaluation will not be made available to other educators unless the Evaluator Profile is completed. Contact information (name, address, phone numbers, and e-mail address) will be kept confidential unless SSRP is given permission to release that information. To give such permission, you must place your initials in the space next to the phrase "You may publish ...".**

This evaluation was prepared by (Check one):

_____ An individual teacher
_____ A group of teachers

The individual or group providing this evaluation has (Check one):

_____ No experience using this package with students
_____ Limited experience using this package with students
_____ Extensive experience using this package with students

The grade levels of the teacher (or teachers) doing this evaluation were (check all that apply):

Pre K K 1 2 3 4 5 6 7 8 9 10 11 12

Date of Evaluation: ____/____/____

Name: _____

Address: _____ You may publish my address. _____ (initials)

_____

_____

Phone: Home: (_____) _____-_____ You may publish my home phone number. _____ (initials)

School: (_____) _____-_____ You may publish my work phone number. _____ (initials)

E-Mail: _____ You may publish my e-mail address. _____ (initials)

If you would be willing to correspond about or discuss this package with other teachers and are willing to have the information you have initialed above made public, please sign here:

_____